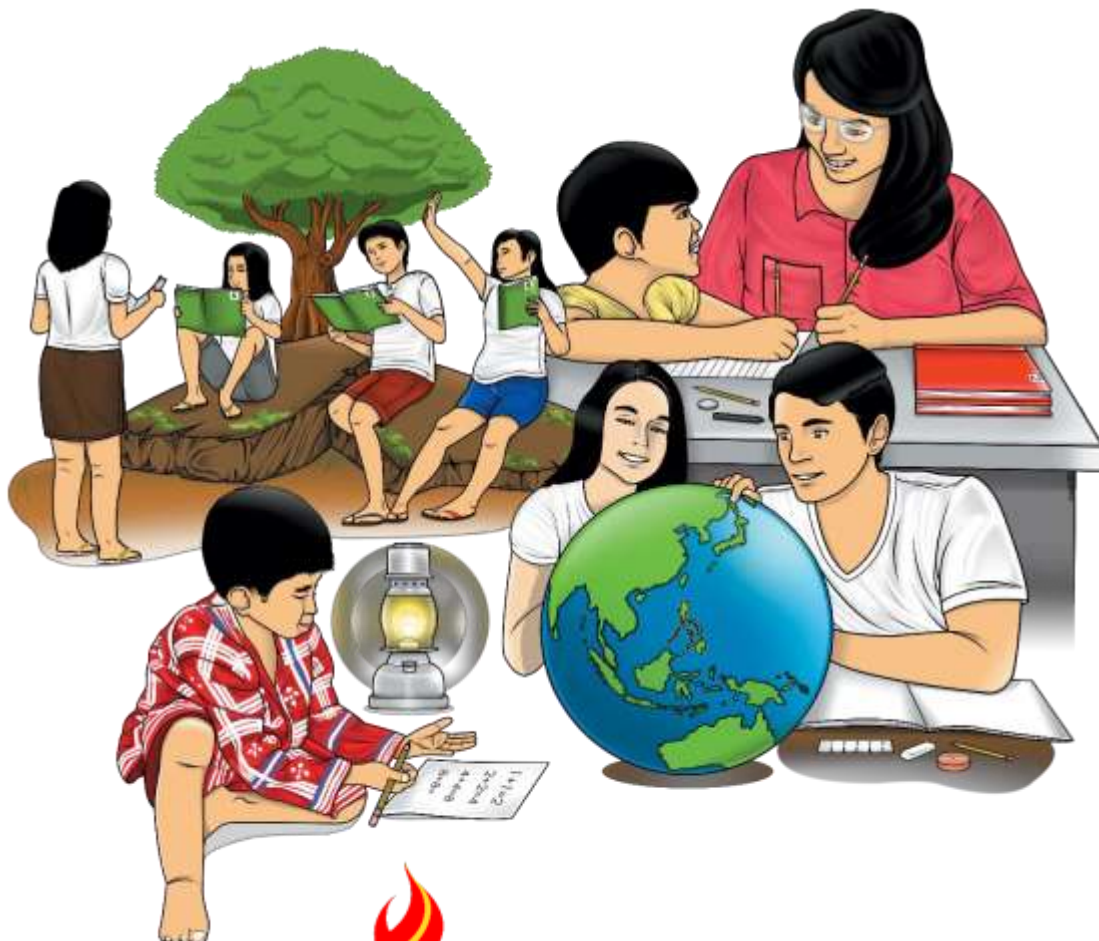


Arts Quarter 1 –

Module 1: Principles of Design and Elements of Arts



Arts – Grade 10
Alternative Delivery Mode
Quarter 1 – Module 1: Principles of Design and Elements of Arts
First Edition, 2020

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Arts Quarter 1 – Module 1: Principles of Design and Elements of Arts

Introductory Message

For the facilitator:

Welcome to the Arts 10 Alternative Delivery Mode (ADM) Module on Principles of Design and Elements of Arts!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Note to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Arts 10 Alternative Delivery Mode (ADM) Module on Principles of Design and Elements of Arts!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know



Do you know that there were several areas in which impressionist artists moved away from the established practices of art at that time? These involved their use of color, choice of subject matter and setting, and technique for capturing light and conveying movement.

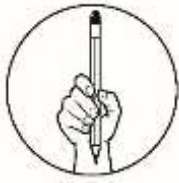
After going through this module, you are expected to:

1. Analyze art elements and principles in the production of work following a specific art style from the various art movements (A10EL-Ib-1).

Specific Objectives:

At the end of the module, you should be able to:

1. identify the different principles of design and the elements of arts present in the various art movements;
2. appreciate the different principles of design and the elements of arts; and
3. create your own artwork by applying the principles of design and the elements of arts based on the example of arts.



What I Know

You begin with the module proper, take this test to find out how much you already know about our topic.

Directions: Use the pictures below to check how much you know about this topic. Classify them according to what principle of design they belong. Write your answers in your test notebook. Choose your answer from the following:

Unity and Variety
Contrast

Emphasis and Subordination
Repetition and Rhythm

Balance
Scale and Proportion

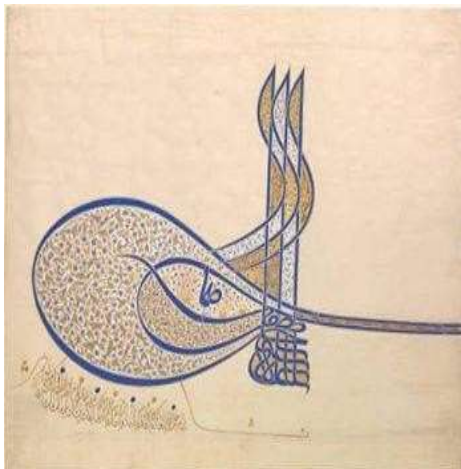
2.



1.



3.



4.



5.



6.



7.



8.



9.



10.



B. Directions: Find and circle all the elements of arts that are hidden in the grid. The words may be hidden in any direction. Write your answers in your test notebook.

T	K	S	H	A	P	E	X	P	R	L
S	P	A	C	E	Q	J	I	L	F	S
V	H	J	U	E	I	E	O	E	I	V
R	T	C	O	L	O	R	T	S	Z	A
D	Y	P	X	I	K	O	E	K	A	L
E	L	L	H	H	L	L	X	J	I	U
P	E	R	S	P	E	C	T	I	V	E
S	S	E	L	G	R	Y	U	F	H	O
C	I	R	K	O	S	T	R	T	J	P
W	U	V	T	L	I	N	E	I	K	I



Well, how was it? Do you think you did well? Compare your answers with those in the Answer Key on page 20 to find out.

If all your answers are correct, very good! This shows that you already know much about the topics in this module. You may still study the module to review what you already know. Who knows you might learn a few more new things as well.

If you get a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers on all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin Lesson 1.

Lesson

1

Principles of Design



What's In

Art can be seen in all aspect of life. It is everywhere. It can be seen in our surroundings. The popular feeling about art is that it exists only in concert halls, museums, and art galleries in a world by itself, which are accessible only to those who can afford to pay for its enjoyment or to the critics and scholars who take time to study the art and objects of the art.



What's New

Activity 1

Directions. Analyze the image at the center, then answer the questions provided in each quadrant. Write your answer in your test notebook.

Description	Analysis
Interpretation	Judgement

The painting 'The Starry Night' by Vincent Van Gogh, depicting a night sky with swirling stars and a prominent cypress tree in the foreground.

Vincent Van Gogh
Starry Night
1889
Oil Paint

<p>Description:</p> <ul style="list-style-type: none"> • What are the things do you see in the artwork? • Describe each of the things seen in the artwork. 	<p>Analysis</p> <ul style="list-style-type: none"> • What elements of arts were used by the artists? • Which among the principles of design were used by the artist? Did he use unity and variety, repetition and rhythm, balance, contrast, scale and proportion or emphasis and subordination?
<p>Interpretation</p> <ul style="list-style-type: none"> • What do you think does Vincent Van Gogh wants to imply in his artwork? • Is the title “Starry Night” appropriate to the image? Why? 	<p>Judgment</p> <ul style="list-style-type: none"> • Is this piece of artwork worthy of appreciation? Why? Why not? • How is Vincent Van Gogh as an artist?



Now that you are done, you may proceed to learn more. Are you ready? Go ahead, read and understand to learn more.
ENJOY!



What is It

The word design indicates both the process of organizing visual elements and the product of that process. It is a result of our basic need for meaningful order. Some designs are so well integrated that they have qualities beyond a mere sum of their parts. Such are said to be beautiful, interesting, absorbing, or surprising.

Art and beauty can be expressed in many ways- in natural beauty of huge old trees or in the created beauty of a painting of those trees like in the work of Van Gogh “Large Plane Trees”.



Large Plane Trees, Vincent Van Gogh

Depicted in his works are the principles of design that made his work beautiful, fascinating and expressive. There are six principles of design: unity and variety, balance, emphasis and subordination, contrast, repetition and rhythm, and scale and proportion.

Read the information provided below, then do the activities and assessments prepared for you to do.

A. UNITY AND VARIETY

Unity refers to the appearance or condition of oneness of an artwork. All the elements such as line, color, texture, and others belong together that result in having a coherent and harmonious whole. As variety provides diversity yet it acts as counterbalance to extreme unity.



Going Home, Jacob Lawrence



The Immigration Series, Jacob Lawrence

The visual themes were established with the use of lines, shapes, and colors. The many figures and the objects in the complex compositions of Lawrence formed a unified design through the artist's skillful use of abstraction, theme, and variation.

B. BALANCE

Balance is the condition in which acting influences are held in check by opposing forces or what is in the left side should appear on the right side also in order to achieve equilibrium.

The near or exact matching of left and right sides of a three-dimensional form or a two-dimensional composition is called symmetrical balance. Two sides which are not the same is asymmetrical balance.



Chariot, Alberto Giacometti



The Evening Glow Of The Ando,
Suzuki Haranobu

A symmetrical balance can be seen on the wheels of the chariot in Giacometti's bronze, where the slim figure that serves as a vertical attached on an elevation. On the other hand, Haranobu's figures on a woodblock print, asymmetrical balance was achieved with one figure sitting and the other standing. Both heads of the figure bends to the center.



Indeed, the magic of art is fascinating. Do you want to learn more? Go on!
HAPPY LEARNING!

C. EMPHASIS AND SUBORDINATION

To draw our attention to an area or areas, the artist uses *emphasis*. To create emphasis, position, contrast, color intensity, and size can all be used. Neutral areas of lesser interest are created by artist through *subordination* to keep us from being distracted from the areas of emphasis.



Yacht Approaching the Coast, Joseph Mallord William Turner

D. CONTRAST

The juxtaposition of strongly dissimilar elements is called contrast. Dark set against light, large against small, bright colors against dull are examples of contrasts. Visual experience becomes monotonous without contrast. Contrast can be seen also in the thick and thin areas of a single brushstroke.



Luster-Painted Bowl Spain. Tin-glazed earthenware painted in cobalt blue and luster

E. REPETITION AND RHYTHM

The *repetition* of visual elements gives a composition of unity, continuity, flow, and emphasis. *Rhythm* in the visual art, is created through the regular recurrence of elements with related variations.



The Maestà, or Maestà of Duccio, Duccio di Buoninsegna

F. SCALE AND PROPORTION

Scale is the relation of one thing to another. It is one of the first decisions an artist makes when planning a work of art, *Proportion* is the size relationship of parts to a whole.



ZAPATISTAS, Jose Clemente Orozco



Great Job! Now you have learned the different principles of design, let's check how far you have done with it. Do the activities and assessments that are prepared for you to work on. Let's get it on.

ACTIVITY 1

Materials:

Oslo Paper	Color Pastel
Crayons	Water Color
Acrylic paint/ any paint	available

Procedure:

1. Look around and observe the people around you: your friends, your family and your neighbor or the nature.
2. Describe them through a drawing or painting applying the principles of design based on what you see in their faces or actions as they exercise the freedom of expression in their daily lives.
3. Do this in an Oslo paper. You may use crayons, color pastel, water color, acrylic paint or any available resources that you have.

ASSESSMENT 1

Create something beautiful and useful artwork to make your life more meaningful by applying the different principles of design that you have learned in relation to the talent that God has given you.

Write your reflection on a sheet of paper.

Easy, right? Now, proceed to the next lesson. Remember what you have learned in the previous lesson.



Elements of Arts

Medium and elements together are the materials the artist uses in creating a work of art. The distinction between them is easy to see but hard to define. An element can be known only in some medium, but as an element it is independent of medium.

When we study elements, we consider them with no attention to the means by which we can come into contact with a work of art. The elements are its qualities or properties.

The seven elements of art are:

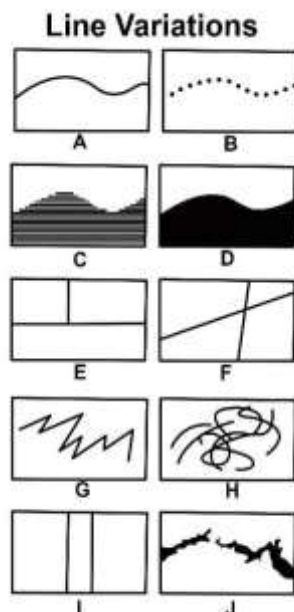
1. Line
2. Shape
3. Space
4. Value
5. Color
6. Texture
7. Perspective

We now look with greater care at the elements of the visual arts as a kind of “basic language” with which the artist’s work.

1. LINE

Line is our basic means for recording and symbolizing ideas, observations, and feelings; it is a primary means of visual communication. Lines always have direction. They are always active.

The following illustrates the line variations (Preble, 1999)



- a. Actual Line
- b. Implied line and implied curved line
- c. Actual straight lone and implied curved line
- d. Line created by an edge
- e. Vertical line (attitude of alert attention);
horizontal line (attitude of rest)
- f. Diagonal lines (slow action, fast action)
- g. Sharp jagged lines
- h. Dance of curving lines
- i. Hard line; soft line
- j. Ragged, irregular line

2. SHAPE

Shape refers to the expanse within the outline of a two-dimensional area or within the outer boundaries of a three-dimensional object. It may be geometric which tends to be precise or regular (circles, triangles, squares) or organic which are irregular, often curving or rounded and seem relaxed and more informal. Most common shapes in human-made world are geometric while most shapes in nature are organic.

Mass is a physical bulk of a solid body material and it has a three-dimensional area.

Mass in Three-Dimension



RECUMBENT FIGURE,
Henry Moore, 1938 Green Hornstone

Mass in Two-Dimension



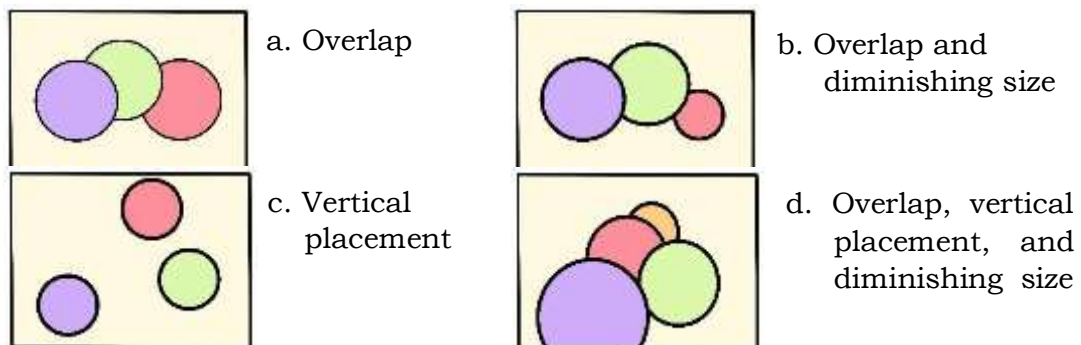
HEAD OF A YOUNG MAN,
Pablo Picasso, 1923. Grease Crayon Drawing

3. SPACE

Space is the indefinable, general receptacle of all things. It is continuous, infinite, and ever present. The visual arts are sometimes referred to spatial arts, because most of the art forms are organized in space.

Architects are especially concerned with space. With three-dimensional objects such as in architecture and sculpture, one has to move around to get a full experience of three-dimensional space. With two-dimensional works, such as drawings, prints, photographs, and paintings, the actual space is defined by its edges- usually the two-dimensions of height and width. The illusion of third-dimension in two-dimensional works is spatial depth.

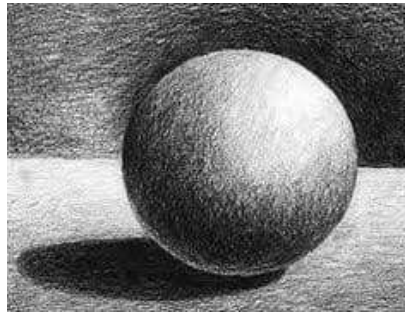
Diagrams of clues to Spatial Depth in two-dimensional surface (Preble, 1999):



4. VALUE

Value refers to the lightness and darkness of surfaces. It ranges from white to various grays to black. It can be a property of color or an element independent color.

Chiaroscuro is the use of gradations of light and shade, in which the forms are revealed by the subtle shifting from light to dark areas. This technique was developed during the Renaissance Period to create illusion that figures and objects depicted on a flat surface appear as they do in the natural light conditions.



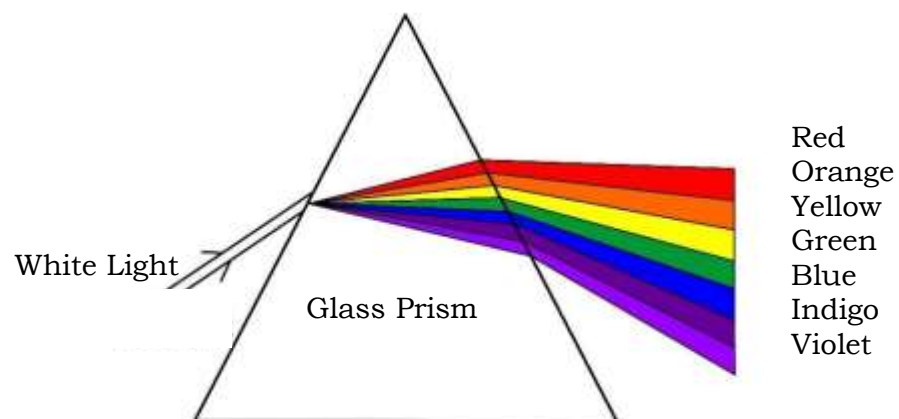
VALUE SCALE from White to Black

5. COLOR

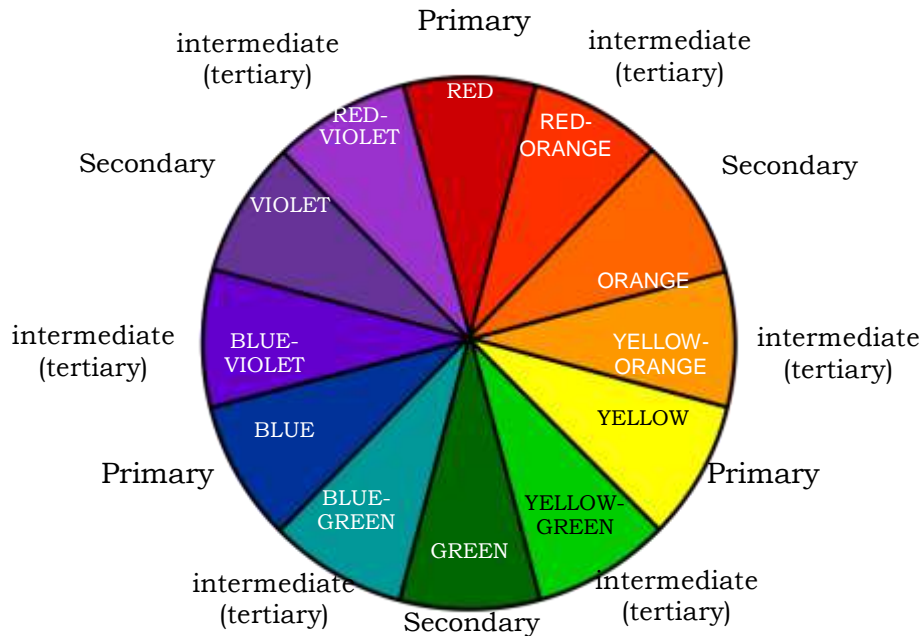
Color is a component of light, affects us directly by modifying our thoughts, moods, actions, and even our health. Color exists only in light, but light itself seems colorless to the human eye. The so called “color” is the effect on our eyes of light waves of differing wavelengths or frequencies.

Properties of a Color

- Hue is particular wavelength of spectral color to which we give name.
 - In 1666, British scientist Sir Isaac Newton discovered that when the light of the sun passes through a glass prism. It is separated into the bands of colors that make up the visible spectrum. The sequence of the spectral colors is: red, orange, green, blue, indigo, and violet.



- *Primary Hues* are: Red, Yellow, and Blue
- *Secondary Hues*: Orange, Green, and Violet. This are produced by the mixture of primary hues.
- *Intermediate Hue* are red-orange, yellow-green, blue-green, and red-violet. Each are located between the primary and the secondary hues of which they are composed.



Colors affects our feelings about size and distance as well as temperature. Yellow-green and red-violet are the poles dividing the color wheel into *cool and warm hues*. *Cool colors* found at the blue-green side of the wheel, while the *warm colors* at the red-orange side, appear to expand and advance.

Objects that appear to be black absorbs all the colors; while objects that appear white reflects all the colors of the spectrum. Black and white are not true colors and their combination, gray is achromatic and they are often referred to as *neutrals*.

- Value refers to the relative lightness and darkness from white through grays and black.



Value Variation in Red

- Intensity also called saturation, refers to the purity of a hue or color. The pure hue is the most intense form of a given color; the hue at its highest saturation; and the hue in its brightest form.



6. TEXTURE

The textile qualities of surfaces or to the visual representation of those qualities is referred to as texture, in visual arts. Actual textures are those we can feel by touching. Simulated textures are those created to look like something other than pain on a flat surface. Painters simulate texture, while sculptors and architects make use of actual texture.



7. PERSPECTIVE

Perspective is point of view. In visual arts, it can refer to any means of representing three dimensional objects in space on a two-dimensional surface. It is a system designed to depict the way objects in space appear to the eye. In *linear perspective* objects appear smaller at a distance, because parallel lines appear to converge as they recede into the distance, and the last meeting of the lines on the horizon is called *vanishing point*.

- TIME AND MOTION
 - Time is nonspatial in which events occur in succession. Our experience of time depends upon the movements we experienced and vice versa. A sense of motion can be created by actual change in position.
- LIGHT
 - The source, color, intensity, and direction of light greatly affect the way things appear; as light changes, surfaces illuminated by it also appear to change. To suggest the way light reveals form, artists use changes in value.

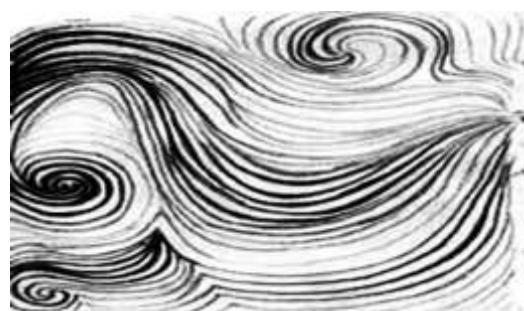
ACTIVITY 2

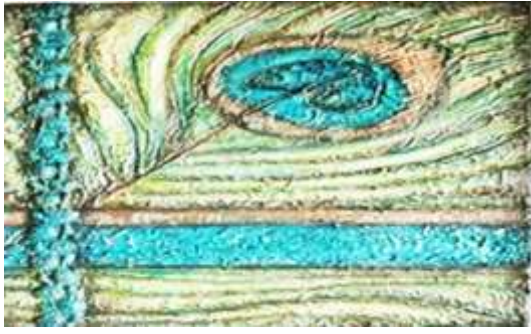
Directions: Evaluate the designs below. Try to see what elements of art are applied. Write your answer in your test notebook.

1. _____



2. _____





3. _____



4. _____



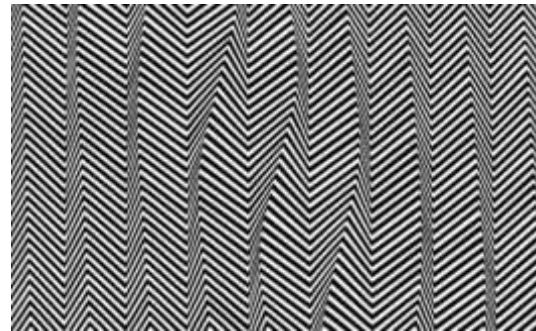
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

ASSESSMENT 2

Directions: Identify the elements of art that is described in each item. Write your answer in your test notebook.

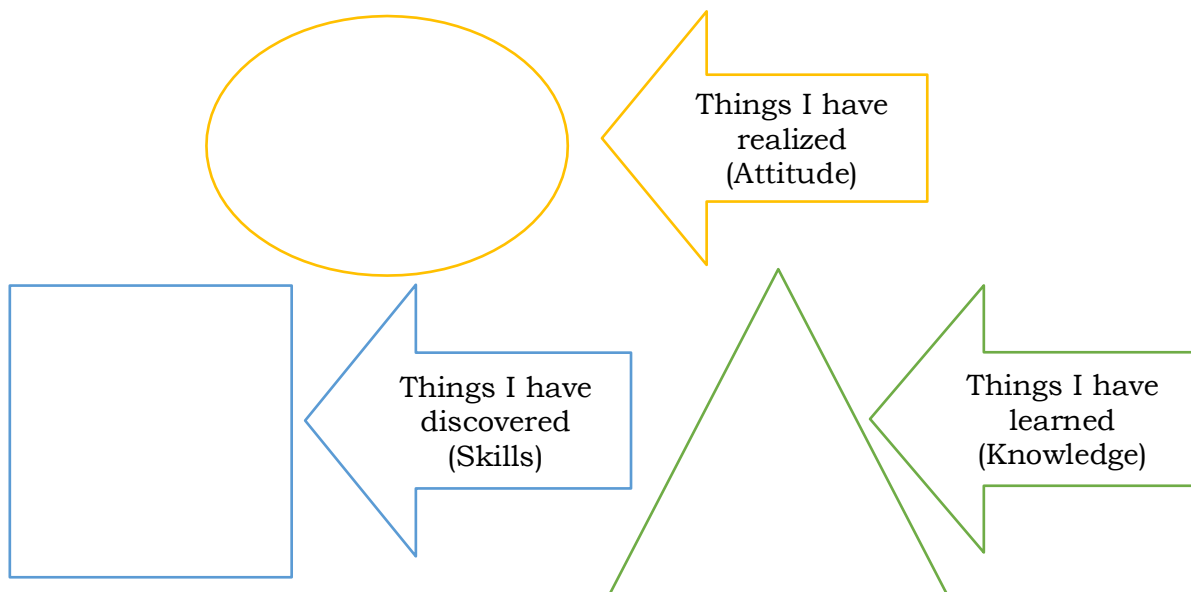
1. This tends to be precise and regular in shape.
2. The visual arts are sometimes referred as this because most of the art forms are organized in space.
3. They always seem to be moving, and we follow them with our fingers, our gestures, or our eyes.
4. It refers to the lightness and darkness from white through grays to black.
5. Objects appear smaller at a distance because parallel lines appear to converge as they recede into the distance.
6. Artist's use this element to heighten the emotional impact.
7. The last meeting of the lines on the horizon.
8. A particular wavelength of spectral color.
9. The mixture of two primary hues.
10. The physical bulk of a solid body of material and a three-dimensional area.

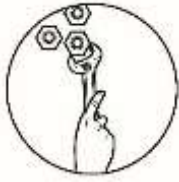


What I Have Learned

Directions:

Below is a “Reflection Weight” that aims to determine what you have realized (the attitudes toward learning), the things that you have discovered (skills that you will cherish to life), and the things you have learned (knowledge that serves as your foundation to stand and keep you going). Fill in each part of the weight and share it to your friends, classmates or your family.





What I Can Do

Directions: Analyze the sample arts below. Identify what principle of design and elements of art is applied.



LET'S DIG MORE!

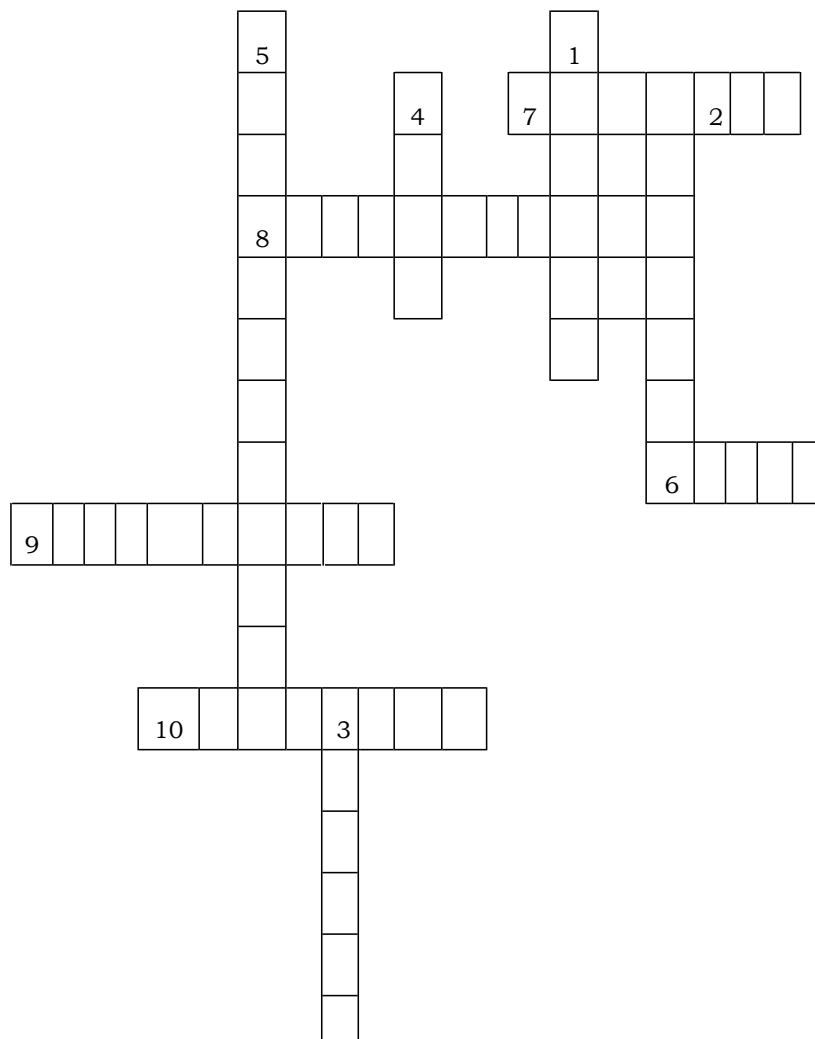
Directions: Copy the design and draw it to your paper.
Materials: Pencil, eraser, short bond paper or oslo paper.



Remember that every person has his/her own God's unique talent! Go out on your own world with your passion, embrace your talent and start loving arts!

ASSESSMENT 2

Directions: Complete the crossword by filling in a word that fits each clue.



DOWN

1. The achievement of equilibrium, the condition in which acting influences are held in check by opposing forces.
2. The artist used this principle to draw our attention to an area or areas.
3. In visual art, it is created through the regular recurrence of elements with related variations.
4. It is the appearance or condition of oneness.
5. Neutral areas of lesser interest are created by artist through this principle of design.

ACROSS

6. It is the relation of one thing to another.
7. It provides diversity and acts as counterbalance to extreme unity.
8. In visual elements this gives a composition unity, continuity, flow and emphasis.
9. It is the size relationship of parts to a whole.
10. It can be seen in the thick and thin areas of a single brushstroke.

ASSESSMENT 2

1. Geometric
2. Spatial Arts
3. Line
4. Value
5. Linear Perspective
6. Texture
7. Vanishing Point
8. Hue
9. Secondary hues
10. Mass

ACTIVITY 2

1. Space
2. Line
3. Perspective
4. Color
5. Texture
6. Value
7. Shape
8. Line
9. Perspective
10. Texture

ASSESSMENT 1.1

- | | |
|------------------|---------------|
| 1. Balance | 6. Scale |
| 2. Emphasis | 7. Variety |
| 3. Rhythm | 8. Repetition |
| 4. Unity | 9. Proportion |
| 5. Subordination | 10. Contrast |

ACTIVITY 1



ASSESSMENT 1



Sample artwork may vary based on the skills and capacity of the students.

What I Know

- | | |
|-------------------------------|--------------------------------|
| A. 1. Unity and Variety | 6. Balance |
| 2. Scale and Proportion | 7. Contrast |
| 3. Repetition and Rhythm | 8. Balance |
| 4. Repetition and Rhythm | 9. Contrast |
| 5. Emphasis and Subordination | 10. Emphasis and Subordination |
- B. Line, Shape, Space, Value, Color, Texture, Perspective

Answer Key



Rubrics for Activities

	EXCELLENT (20 pts.)	MET CRITERIA (15 pts.)	BASIC REQUIREMENTS (10 pts.)
Instruction & Concepts	The artwork is planned carefully; understanding of all concepts is clearly demonstrated in using subjective color.	The art work is planned adequately; understanding of some concepts demonstrated in the use of subjective color.	The artwork shows little evidence of understanding the concepts in the use of subjective color.
Craftsmanship/ Skill	The artwork shows outstanding art making skills, with clear attention to control, selection and experimentation of medium/media for expressing an emotion.	The artwork shows average art making skills and average attention to control, selection and experimentation of medium/media for expressing an emotion.	The artwork shows minimal art making skills and little attention to control, selection and experimentation of medium/media for expressing an emotion.
Creativity/ Originality	The artwork demonstrates original personal expression and outstanding problem solving skills.	The artwork demonstrates an average amount of personal expression and problem solving skills.	The artwork demonstrates little personal expression and problem solving skills.

References

- (Raul M. Sunico, Horizons Music and Arts Appreciation for Young Filipinos (Learner's Material) 2015)
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